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SCHOOL AND SOCIETY

EDITED BY J. McKEEN CATTELL

Volume IX | SATURDAY, MARCH 29, 1919 | Number 222

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DEMOCRACY IN RECONSTRUCTION

Authoritative Discussions of After-War Problems

EDITED BY

FREDERICK A. CLEVELAND and **JOSEPH SCHAFER**

Formerly Chairman of the President's Commission on Economy and Efficiency

Professor of History, University of Oregon, Vice-Chairman of the National Board for Historical Service.

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SCHOOL AND SOCIETY

Volume IX SATURDAY, MARCH 29, 1919 Number 222

THE CASE OF THE AMERICAN SCHOOL

THE atmosphere of public education seems to the layman, and often is, so surcharged with the language of sophisticated pedantry, that the ordinary person who happens to be eager to know what educators are about, is usually completely at sea. Pedagoguery has loaded itself up with a collection of pass-words and phrases that are unintelligible to the general public from which the money for the school work must come. Hence, the almost complete disseverance of the public from a knowledge of the aims and ends of education, and its consequent lack of interest in schools and teachers, except where children in the family compel, for a few years, a desultory attention. So far as the literature of education is concerned, it does not often reach the layman.

Too frequently, the literature of education wears the psychological pose, and buries common sense and clearness under phraseology and mannerism. Undoubtedly, sound psychology underlies sound education, but unfortunately, the ordinary business man seeking information, finds much of it so entirely written in the technical code of educational psychology, as to be unreadable for him. It is the further duty of an educator to admit, that at least some of our educational literature suspiciously scents of having been written by the pedantry for the pedagogues.

It is a regrettable fact, which no educator is in a position to privately deny, that, so far as the program is concerned, not merely the details, but even the fundamental principles of both elementary and secondary education are under and subject to debate. Under these conditions, the public, which pays the bills, is not only privileged, but is under obligation to find out the subject matter of the debate, and to shoulder part of the responsibility for settling it. Naturally, the minds of the untrained public must rely upon the expert advice of professional educators for guidance, if mistakes are to be avoided, and educational crimes are not to be committed upon innocent children. For instance, there is to-day in our American schools throughout, a practically universal stampede away from what the older generation called the "humanities," and toward the "*realien*," —toward getting "results." To-day the minor educationists are frank followers of the vociferous vocational guides, who quite simply solve the whole problem of the scheme and scope of education, by reference to the Spartan king, who, on being questioned as to what a boy's education should be, replied, "I suppose he should learn as a boy, the things he would be expected to do as a man." The manifest fallacy in the allusion, of course, lies not only in the fact that the things which a Spartan was expected to do as a man, were obviously much simpler than those which a modern European or American man is expected to do; but there is the further and more fundamental fact, that, in addition to the things which a man is expected to do, there are the things which he is expected to *know*, the implication of which, carries you as far as you may wish to go.

The unmitigated democracy of the Amer-

ican public school organization, the rough-and-ready preparation of its teaching force, with their impermanency of intention and their insecurity of tenure—taken by and large—keeps the schools of the average community pitching in a perpetual choppy sea of change of personnel. To this state of affairs, we have to add the sad state of confusion as to educational ideals and aims, which, coupled with lack of moral courage, leads to the frequent revision of school programs to conform to the demands of popular educational demagogues, whose aim is not public welfare, but personal success.

Finally, if anything else were needed, we have the interesting fact that the average American citizen, irrespective of his own educational limitations, and with a confidence born of the fact that his daughter has taught school, feels himself perfectly competent to advise, conduct and direct the course of public school education in his community. The more or less well-intentioned crimes that have been committed by these self-appointed guides, will probably equal the crimes of the blundering pedagogues, which, the writer, being one, he hesitates to recount.

There does however, exist in every American community, a certain small number of intelligent, trained, serious-minded and fortunately, sometimes, even broad-minded people of affairs—not teachers—who are interested in, or can be brought to be interested in promoting the advance of public school education. It is to these people that local educators must look for their chief assistance in guiding aright the course of the the public schools in their respective communities. It is they who must carry the definite responsibility of understanding the aims and ideals of education, and of interpreting them to the general public that gives little or no thought to these matters—but *that votes*. It is not the purpose of this article to traffic in the mandarin language of pedagogy, but to deal barehandedly with some of the prime problems of school management, and to deal especially with the problem of what the careless American public owes to its schools.

THE TEACHER

We, the public, usually begin with the "schools," *i. e.*, the school buildings and their equipment, and wind up with the teacher. As a matter of fact, however, unbeknown to many of us, the teacher is the school. The attitude of the public mind toward school teachers is curious. The wealthy regard them in the light of more or less superior servants, performing a necessary species of harmless routine, obligatory upon the youth, and who are therefore to be accorded a modified sort of supervision over children, until they are old enough either to make money or to spend it, according to tradition or sex. Their attitude would best be summed up in the much abused bitter epigram of G. Bernard Shaw—"those who can, do things; others teach." One of the consequences of this attitude on the part of the wealthy, participated in by the less wealthy, and imitated by the well-to-do, is the fact that the social position of the public school teacher, except in the rural communities, is practically *nil*. Whether this state of social helotism on the part of those who should be not merely instructors, but *trainers* of the young, is tolerable in an American community, let any public-spirited American citizen seriously ask himself. And yet it exists. If patronizing, good-natured ignoring of their personalities, on the part of the more prosperous public, be the fate of the American public school teacher, her lot is tragic at the hands of the pestiferous rank and file of the politicians, who so constantly crowd upon the school boards. To them, the

school teacher is "hired" at big pay for an easy job. To gentry of this ilk, teaching positions represent "plums," to be dispensed to the female retinue of those whose interest and gratitude is to be anticipated, but whose requirements are not high.

We must ever return to the primary proposition in school management, so far as the public is concerned—that the teacher is the school. Thoughtless, heartless, careless, men and women of the world, have no conception of the amount of devoted self-sacrifice involved in many of these humble, obscure and ignored lives, laid down on the altar of childhood. The real teacher can not be "hired" at any price. He gives what the public can not buy—personality—and his greatest asset—character—can not be inventoried.

All of this has been said many times, but because of the general ignorance and indifference on the part of the public, as to what the schools really are and are for; and because the matter of buildings, equipment, administration and machinery of modern schools, seems to turn the whole business into a kind of factory system, in which the human element is completely swamped, it is time to begin again at the beginning, by saying, over and over again, *the teacher is the school.*

There seems to be no doubt that overwork, poor pay, instability of tenure, and lack of social position, are three factors operating to keep the abler and more self-respecting young men, and increasingly young women, out of the ranks of the public school teachers. Better pay and civil service tenure would naturally elevate the social rank of teachers in any community that measures rank by financial income—and this of course, means most communities.

The fact is, that we are in a vicious circle. Any superintendent can tell you that it is extremely difficult to get good teachers, even when good salaries are offered; and, on the other hand, when you criticize the low salaries, you are pointed to the average existing teacher, and told that her talents and training could not possibly be conceived as being worth more pay. In other words, we have starved the teaching profession in our public schools so long, that the best blood keeps out of them if it can, and now we refuse to raise salaries adequately, because we say that we have such a poor class of teaching material to draw from. We can never cure the situation so long as we continue traveling in this same vicious circle.

It will be necessary for the taxpaying public to be brought to realize that the time to train people is when they are young; that training is more than mere "school-teaching," and that it costs more money than we are accustomed to pay, to employ brains to train brains. It will never be possible to make the profession of the teacher a money-making profession, but through civil service entrance requirements, security of tenure, and retiring pensions we can make it a self-respecting occupation, which it scarcely is to-day.

Whatever may be said for buildings and equipment, a public school system that drives away men, and that attracts only women, and usually then only as a kind of stop-gap between school and marriage, can be little else than shifty and superficial.

THE SCHOOL BOARD

Everybody knows the school board. Men get on it who want to get on; the beachcomber who is interested in smuggling into the system, his sisters and his cousins and his aunts; the solemn man who believes in his kind of education, but is opposed to taxation with or without representation; the safe and sane conservative citizen who gets on to keep the other fellows off, or to keep them from spending too much. Besides

these, if there is a college in the community, a college professor crops in on the board at rare intervals to represent the interests of culture in the college faculty ward; or, lacking colleges or other legitimate machinery of the higher side of life, the legal profession is usually drawn upon, as the next best traditional contributor to educational experence.

This board, of course, knows what education is. Not necessarily by having had it, to be sure, any more than a doctor needs to have had every disease that he treats. It is aware however of its own duties, which are to levy the school tax, to put up new buildings when it becomes necessary to shine down a rival town; and last if not least, to "hire" the teachers. Do you get it? To "hire" the teacher. The plumber is bought, the grocery store clerk "accepts a situation," the detective is "employed," but the teacher is "hired." Show us an American community that does not "hire" its teachers.

Of course the teacher must have qualifications, one of the best of them being an ability to talk rings around the steering gear of the teachers' committee. One of the featuresome qualities, not to say qualifications for this unsavory task, being the possession of a certain amount of real or acquired personal good looks. Given this, plus anything you please, and you have a "prospect." Now it is not to deny herewith that brains do not seek, or are not sought by the school board, but under the prevailing system, the strong arm of the aspiring candidate for teachership is politics. Put politics, prettiness and personal pull together, and you have the case before which the American inevitable usually gives way.

But there is another side; our school board "hires" its teachers on the principle that all our teaching is alike, that anybody who can teach at all can teach anything, and that *ergo* the cheapest teacher is the best for the board. The natural outcome is, that the school board tells the truth, and that the bulk of the teaching done in the schools *is* pretty much alike.

Now, what is the remedy? Of course the large remedy is the civil service examination for all teachers, and the elimination of petty control and bossism thereafter, on the part of the board. Another remedy, in the writer's opinion, would be the admission of women to larger membership on the boards of education. The reason for this is too obvious to every sensible man, to require discussion.

THE PUBLIC

A citizen ought to consider it as imperative a social duty to attend to the welfare of the public schools, as to attend to his business. Only the active participation of earnestly interested men in the school business, will suffice to keep off the school board, the grafters and politicians on the one hand, and on the other, the solemn somnolists who surmise their mission to be to qualify as stabilizers to the machine. The writer sometimes wonders, out of the optimism of experience, just how this participation by the citizenry is to be secured. The average private citizen has about the same poignant interest in the school system that the mole has in agriculture; he is in the field, but doesn't know it. It is not to be gainsaid, that this absence of interest may have been born of experience; from having suffered in his youth from the kind of school that he is now unwittingly permitting the school board to impose upon his child. On the other hand, there are plenty of men and women of the various trades, businesses and professions, who should and could easily be drawn into active contact with the town school system, if they knew how to find it worth while. Parent-teach-

ers' associations are the favorite devices for luring the unwary parent into the school proposition. Frequently, in the school auditorium, you will find, out of such an assemblage, a coroner's jury of male citizens, a corporal's guard of club women, and twenty or thirty teachers, who have come out of their tired homes to a man, for fear the parents will also, and who remain to the proceedings, when they should have gone to the "show." It has been the writer's limited privilege to labor earnestly in the lay ministry of the parent-teachers' organization, and he knows whereof he speaks.

Now is there anything better in sight in the average American town school system? "Thankfully," as Hachimura Togo would say, there is. The general spirit of progress and improvement within the past ten or fifteen years, has put a new material outfit in our smaller towns and cities, to such an extent that it has become possible to get rid of antiquated and ill-designed school buildings, to a remarkable degree; and the newer structures show increasing evidences of having escaped the hallowed architectural style of the hillside academy. In many of its buildings it is now even possible to get fresh air. In due time, no doubt, the American public school system will also find a way of getting this fresh air into the pupils' lungs, through a systematic, thorough and conscientious course in physical training, extending all through the grades. This, in the writer's opinion, is the one universal crying need in all of the American schools—*the training of the human body through physical exercise.*

So far as the teacher question is concerned, there are some symptoms that it is beginning to get ready to take care of itself. There are, of course, civil service systems in some of our larger cities. In some places the teachers have combined to pension themselves. In some states, the state teachers' associations are tolerably compact organizations, considering the marrying-out avidity of the group, and are manifesting their growing independence of the politicians, through the ventilation of school abuses in their association journals, and in what suggests itself to be an increasing class-consciousness, swerving somewhat toward that of other labor organizations in type.

HERBERT F. ROBERTS
KANSAS STATE AGRICULTURAL COLLEGE

AN AMERICAN PHILOSOPHY OF EDUCATION

SOME months ago when I was casting about for a suitable field of study for an advanced education seminar the considerations affecting my choice were somewhat as follows:

In no field of human interest have the ancient landmarks been more disturbed than in the field of education. In all the countries of the world educational practise has been seriously modified. The extent of the modifications does not yet appear, but the wildest imagination would probably not outrun reality. The British minister of education is reported to have said that the institution of common education in England was in ruins comparable to the ruins in Belgium. Hundreds of schoolmasters were sent to battle, many of them never to return and of those who do return many more will return lame, blind and invalided. Of the boys and girls who would in normal times be in school scores of them, cut adrift from the school and thrown into the street, have been tutored only by savage instinct and class hatred. In this country the conditions are better only because we were exposed to these influences for a shorter time. Yet the United States Commissioner of Education reported that prior to the entrance of the United States into the European war our school population had de-

creased by 100,000. This means that 100,000 boys and girls in America were forced from the advantages of school because of economic pressure. Of the conditions in Germany we as yet know almost nothing, but we have no reason to suppose that the school was affected less seriously there than in other countries. This situation is not wholly without its compensations. A British scholar when told that the British educational system would be left in ruins devoutly exclaimed, "Thank God." In a like spirit any who distrust the American school may feel a genuine sense of relief that at least 100,000 boys and girls have been saved from the school by the war.

But, however much I may deplore these conditions, it is my purpose here merely to recognize them as conditions and to reflect upon their significance. To me it simply means that educational life has been shaken to the very foundations—much of the superstructure is already demolished. No time is more appropriate for a critical examination of the philosophical theories upon which our practise has proceeded.

Broadly speaking there have been but two philosophies of education in this country. In spite of a general distrust of labels I will call them—aristocratic intellectualism and democratic naturalism. The former was the background of educational life from the earliest settlement until the beginning of the nineteenth century. It was brought to this country by the men of Oxford and Cambridge who came with the first settlers and who led in the establishment of our early American schools. Such institutions as the Boston Latin School and the projected but unrealized "East Indy" school in Virginia, Harvard College and the College of William and Mary remain as monuments to the creative genius of the early educational leaders and thinkers.

Gradually but inevitably this type of educational theory failed to meet the expanding and unique genius of the American democracy. After the Latin grammar school came the academy as a somewhat modified expression of the same spirit of intellectualism. At the close of the revolutionary period a new philosophy was making itself felt in education no less than in polities. This was the philosophy of Rousseau. Slowly it was getting its grip on the American imagination, until in the third decade of the nineteenth century intellectualism ceased to be a powerful influence and was supplanted by the democracy and intuitionism of Rousseau.

For a century past the prevailing if not the only American philosophy of education has found its tap root in Rousselian naturalism. From time to time the externals have been modified, but the substance has remained constant. This influence marks the beginning of our great public school system—quite unique in the world's history. Different phases of education were emphasized as Pestalozzi, Herbart and Froebel became in turn Rousseau's mouthpiece. The most fundamental change, however, occurred when Darwinism augmented the basic naturalism of Rousseau about the eighth decade of last century. Although this change was little more than a rejuvenation of the essential teaching of Rousseau and of his disciples it substituted a scientific formula for the sentimentalism of Rousseau and the pseudo-science of the Herbartians.

In America more than in any other country (with the possible exception of Germany) Darwinism found favorable soil. In England except for individual theorists like Spencer and Huxley education was largely unaffected by the Darwinian revolution. The British schools have not as yet been influenced by Darwin as much as American and German schools were influenced by him while he was still alive.

What we have then in America, as I see it, is a philosophy of education reduced to an orthodox creed. Although we may not be able fully to characterize it, its main features are plain. Its aim is social adaptation, its method is intuitional and synthetic, and its result is socialism. It is in a certain sense a program of social reform. In these respects it is the direct antithesis of the earlier educational theory. The aim of what I have called intellectualism was leadership, its method was formal and analytic, and its result was individualism. It was not a program of social reform but of social stability.

There is still another respect in which these two theories are antithetical. The first was suffused with religion and the second was and is a secularized theory. It may be because of this fact that the old education produced its scholars devoted to the community in spite of the prevailing individualism of its temper and, on the contrary, the lack of religious sanction in the new philosophy has frequently led to selfish individualism in spite of the fundamental socialism which it teaches.

In a word, American educational philosophy to-day is pragmatism. Pragmatism as a philosophy was spoken of by its most brilliant expositor as "a new name for some old methods of thinking." It is the legitimate offspring of Rousseauism and Darwinism and from this point of view it is indigenous to American education. In fact, I believe it is fair to say that pragmatism is an educational theory developed as a theoretical concomitant of the American public school and the Darwinian theory of organic evolution. The foremost exponents of this doctrine in this country, perhaps in the world, are President G. S. Hall and John Dewey. They should be studied in the order given because it is both chronologically and logically the order in which they appear. The unsophisticated logic of Hall furnishes a natural prolegomenon to the subtile and shifting thought of Dewey, who in developing the naturalistic hypothesis has been generally recognized as the most influential educational theorist since Horace Mann.

I think I know some intelligent students of Dewey's philosophy who would challenge my right to class him with President Hall. On the face of the situation it is strange to put into the same category men of such radically different temperament. Hall is a critic. Hall likes to appear as a prophet zealous exponent; Dewey is a reflective with somewhat mystic apprehension of truth; Dewey is probably the most subtile and scholastic logician that America has produced. The one gets his effects by a more or less frank appeal to the passions and prejudices of his audience; the other is a peculiarly passionless writer who seeks to move the reader by intellect alone. Hall's style of writing is notoriously loose. He resorts to the free and unlimited coinage of new and barbarous words. He is easy in wide generalization, holding no field alien. He writes freely on any subject. Dewey is wary of the universal and very likely to accept doubt as a permanent condition of the mind. He hesitates to leave his own problems to tell his fellow students what they should think of theirs. In a word, Hall is a dogmatist; Dewey is a skeptic. Hall has the temper of the traditional theologian; Dewey has the temper of the experimental scientist.

Lest I condemn my own method in appearing to condemn that of Hall without evidence, I hasten to add that the above characterization is supported not only by a comparison of their writings, but by the fact that when President Hall publishes a book his reviewers merely show different degrees of irritation and dissent. Although I have followed the criticisms of his books

very closely, I think I have never seen a review or comment that stopped short of sarcasm and invective. He has that peculiar combination of assurance and unction that begets like qualities in his readers. On the other hand, Dewey is either so obscure or so cautious that he rarely arouses frank disagreement and never, so far as I know, ridicule. I am under no illusion as to the bearing which the above personal estimate has upon the truth or falsity of the opinions held by the two men. Hall's views are not unsound because they beget hostility, nor do they beget hostility because they are unsound. I am really commenting on the superficial and obvious differences between these two teachers in order to show that they have not been classed together out of mere idle fancy. Granting the validity of my initial classification of American educational philosophy into the early aristocratic intellectualism and the present democratic naturalism it is quite clear that both these men represent the latter group. Both are under the influence, even the dominance, of the theory of organic evolution and both are pragmatists in educational theory. They agree on the following fundamental points: (1) "Thinking is not the only or the surest road to truth, "(2) "All truth has work to do," (3) "Truth is therefore in the last analysis a tool of evolution." Generally speaking, this amounts to the theory of the instrumental value of truth and leads to the educational deduction that the school seeks learning only as a means to an end. A definition of the end sought is not agreed upon as yet. Hall seems to make it plainly racial existence and the biologic order. Dewey seems to make it progress and the social order.

The result of these considerations is to bring the reformer face to face with the assumptions of school practise. It does not appear that there is a dilemma, *i. e.*, that one or the other of these ways of thinking—intellectualism or naturalism—must be taken. What it does mean seems to me to be that the present theories of education can be understood best by contrast and that the heart of our educational faith is found in these two men.

H. G. TOWNSEND

SMITH COLLEGE

EDUCATIONAL EVENTS

THE REORGANIZATION OF YALE UNIVERSITY

THE reconstruction program adopted by the Yale Corporation last week, is thus summarized in the Yale Alumni Weekly:

The undergraduate, after 1919, enters the university rather than one school, and in his entrance examinations is no longer under the necessity of presenting himself in Latin, or in the advanced mathematics previously required by the scientific school. Upon entering Yale such an undergraduate finds himself in a common freshman year, the details of which are still to be worked out but which will be so arranged that every freshman may have the opportunity to "find himself" through a preliminary introduction to the wide variety of subjects and courses to be given in the upper-class years of both schools. Entering sophomore year each undergraduate will make his choice of the college or scientific school and of the general course he wishes to follow in either; he will go to the scientific school for work in the so-called professional sciences (especially chemistry) and in engineering (a section which shortly may be developed into one of the strongest schools of the country); he will go to Yale College for one of the several new "group courses" there to be established, largely of prescribed work, leading to various careers. If such an undergraduate entered without Latin he will not be required to take it in college for his college degree. In senior year, broad courses in business administration will be open to students of both schools.

The new appointee to the faculty will hereafter be elected first of all to the university at large, and then assigned to the school where he is needed. For undergraduate teaching the emphasis in selecting instructors will hereafter be on teaching ability. There will be a separate freshman faculty and dean, of men chosen primarily for their inspirational qualities. Instead of the present inde-

pendent faculties, the instructing and investigating force of the entire university will hereafter be grouped in inter-locking departments of study, that is, according to subjects taught; these departments will form the basis of the teaching administration of the place, for whose instruction standards they will be responsible to the governing boards of the nine schools in the courses of study laid down by those schools. Through these departments there will be made possible a full interchange of instructors throughout the university, so that qualified students may hereafter take their work with the instructors of other schools than that in which they are registered. A reorganized and revitalized university council is to have power, subject to the approval of the corporation, to determine all questions of educational policy, and on this council will be the deans, the administrative officers of the university and representatives of all the divisions of departments of study. The chairman of the university council will be a new university officer, to be known as the "provost." This new university officer is to be the head of the teaching organization and, while under the president and responsible to him, may very well become the initiating force in the educational progress of the university and the faculty's representative before the corporation.

The university administrative organization is strengthened both by adding more officers and by bringing the corporation itself more into touch with the work of the institution. The office of the president becomes, under the new program, a position of greater centralized authority and responsibility than before, but is supported by two new general officers—the provost and dean of students; and by new corporation committees—on educational policy and on grounds and physical plan and architecture. The president, while remaining the educational head of the university, may under the new plan delegate supervisory powers of his office to other university officers with the approval of the corporation.

AMERICANIZATION COURSES AT THE SUMMER SESSION OF THE UNIVERSITY OF CALIFORNIA

"AMERICANIZATION" has been chosen as the central theme of a large number of summer session courses which have been announced by Walter Morris Hart, the dean. He outlined the purpose of the courses as follows:

To cooperate in the training of Americans for the better performance of their manifest duty in perpetuating all that is best in our own traditions, in borrowing and assimilating all that may be of value in the heritage of our immigrants. With this end in view, courses have been planned aiming, first, at a wider and more intelligent appreciation of what Americanization means; second, at a more thorough knowledge of the immigrant and of the conditions and problems which he faces; and, third, at his education and assimilation.

Professor William M. Sloane, emeritus professor of history in Columbia University, will conduct a course on "The Evolution of Democracy in Society and Politics," tracing the rise and spread of the democratic state of mind, and closing with a discussion of the radical antagonism between Marxian socialism and democratic government; Colonel David P. Barrows, former dean of the university faculties, will return from military service in Siberia in time to give courses in "American Foreign Policy" and in "International Relations in the Far East"; Dr. E. T. Williams, of the university faculty, who is attending the Peace Conference in an advisory capacity, will lecture on "Social and Economic Conditions of China"; Professor Stuart Daggett will give a course in "The Industrial History of the United States"; Professor H. A. Millis, of the University of Chicago, will discuss the nature and extent of immigration into the United States, immigration legislation, and immigration problems. The other courses are announced on the schedule as follows:

Professor Edgar Dawson, Hunter College, City of New York, "The teaching of government," "The problems of organized democracy."

Mrs. Sarah E. Geismar, advisory member, Cincinnati Americanization Executive Committee, "The teaching of English to foreigners."

Professor H. E. Bolton, "Western American history."

Dr. Ludwik Ehrlich, "Comparative government."

Professor Charles Cestre of the Sorbonne, France, "English literature."

Professor C. W. Wells, "The American spirit as it expresses itself in literature."

Professor Eugen Neuhaus, "The development of American painting."

Professor A. L. Kroeber, "Discussion of race and race problems."

Burton M. Varney, "Geography of Europe."

Dr. I. L. Kandel, lecturer in education, Columbia University, "Education and reconstruction in Europe."

Professor C. I. Lewis, "Philosophies of social relations."

Dr. George B. Mangold, director of the Missouri School of Social Economy, St. Louis, "Organization for social workers," "Methods of family treatment," "Child welfare."

Dr. Luther M. Boyers, "First aid."

Mrs. Lottie C. Zeitfuchs, "Home care of the sick."

Professor William T. Sedgwick, Massachusetts Institute of Technology, "Public health problems," "Principles of sanitary science and public health."

Professor Robert J. Leonard, "Theory and administration."

TRAINING FOR DISABLED SOLDIERS AND SAILORS IN NEW YORK CITY

As a result of a conference held in the State Education Building in Albany late in January, the Board of Education of New York City has recently organized a division of advisement and training which is to cooperate with the Federal Board for Vocational Education in its work of advising and training soldiers and sailors who have been discharged from active service because of physical disability.

At the request of Dr. William L. Ettinger, superintendent of schools, an advisory committee was appointed by the director of vocational activities, consisting of Messrs. Charles Harper, Arthur J. Mackey, Frank Rexford, F. D. Robinson, Frederick Scheider, Oswald Schlockow, and John Shea, with Robert G. Weyh, acting as chief adviser. Mr. Weyh has been a teacher in the Bronx for more than twenty years and intimately associated with the organizing staffs of the division of Rehabilitation of the Federal Board for Vocational Education in the Washington, D. C., Atlanta, Georgia and New York City offices. He will devote his entire time to this work, having recently been granted a leave of absence with pay by the Board of Education.

The division of Advisement and Training is endeavoring to get in touch with every disabled soldier and sailor residing in Greater New York, through the efforts of the principals and teachers of the day and evening elementary and high schools.

In addition to the advisement of these men, the division has organized classes in English to foreigners and common branches and is planning courses in vocational and commercial training. This constitutes the gratuitous contribution of the Board of Education to the Federal Board for Vocational Education.

While the men are receiving this instruction, they are paid $65 per month by the Federal Board, with a suitable allowance for necessary civilian clothing. If allotments were paid to any dependents while they were in active service, these payments will be continued during their period of training.

The problem of rehabilitation and reeducation is of the greatest moment to-day and the division will welcome correspondence from men who are unable to "carry on" successfully because of their physical disabilities. The office is open daily from nine until five for those who desire to call for a personal interview and for additional information in regard to the advantages and free training offered by the Board of Education and the Federal Board.

All communications should be addressed to the chief adviser, Mr. Robert G. Weyh, Bureau of Vocational Activities, 237 East 37th Street, New York City.

EDUCATIONAL NOTES AND NEWS

Dr. Nathan C. Schaeffer, superintendent of the State Department of Public Instruction of Pennsylvania since 1893, a distinguished leader in education, died at his home in Lancaster on March 15 at the age of seventy years. Dr. Schaeffer was president of the National Educational Association from 1905 to 1907.

Dr. George Norlin, professor of Greek and recently acting president, has been elected president of the University of Colorado. Dr. Norlin was elected by the regents on the recommendation of the university senate.

PRESIDENT HARRY PRATT JUDSON, of the University of Chicago, after being absent from the autumn and winter convocations as director of the American-Persian Relief Commission, under the auspices of the American Commission for Relief in the Near East, will preside at the One Hundred and Tenth Convocation of the university on March 18 and present the regular convocation statement. The convocation orator will be Professor Andrew Cunningham McLaughlin, head of the department of history at the University of Chicago, whose subject is "The implications of democracy."

PRESIDENT HENRY CHURCHILL KING, of Oberlin College, who is at present serving as director of the religious work department for the Y. M. C. A. in France, has published a book entitled "The religious program of the Y. M. C. A. with the American Expeditionary Forces in Europe." Dr. King will spend the latter part of March in England as chairman of the International Committee on the War and Religious Outlook, and will return to America during the month of May, in order to be present at commencement in June, when he will give the annual commencement address.

THE annual dinner of the Schoolmasters Club of Cincinnati, given on March 22, was a tribute to Dr. J. M. Withrow, member of the board of education for seventeen years and recently reelected as president, in recognition of his contribution to the educational life of the community. Superintendent Condon, of the public schools, and former Superintendent Franklin B. Dyer, spoke concerning the services rendered by Dr. Withrow to the schools. Dr. Henry Suzzallo, president of Washington University, spoke on "The method of democracy."

W. I. QUICKSTAD, who for the past sixteen months has been acting president at Dunwoody Institute at Minneapolis, has returned to Virginia, Minn., as principal of the new vocational high school. It is expected that the new buildings, erected at the cost of $1,000,000, will be ready for occupancy in the near future.

DR. ALEXANDER ROBERTS, superintendent of schools at Everett, Washington, will have charge of the work in school administration during the summer session of the University of Oregon. Dr. Roberts is a specialist in the field of school administration work, having made an extensive study of schools, especially of high schools.

DR. HELEN B. THOMPSON, dean of home economics in the Kansas State Agricultural College, has been appointed to the committee of scientific research for Kansas. This is a new committee, comprising the leading scientific workers of the state, and will work in connection with the National Research Council.

DR. GEORGE F. JAMES, who has been educational director for the Western Department under the National War Work Council of the Y. M. C. A., sails this week for France on a six months lecturing tour through the camps of the American forces, including the Army of Occupation. His work will be particularly in the line of vocational guidance.

F. B. MUMFORD, dean of the University of Missouri College of Agriculture, former Federal Food Administrator for this state, will go to France as the representative of United States agriculture and agricultural education with the commission of American university representatives. The visit of the commission is being arranged by the French Institute of America, with a view to increasing the educational and economic relations between France and the United States.

PROFESSOR C. W. SAVAGE, holder of the chair of physical education at Oberlin College, has gone to New York City to aid in a campaign for legislation requiring universal physical education in the public school system of the United States. His work will be conducted from the headquarters of the playground association, Metropolitan Tower.

DR. AUGUSTUS RAYMOND HATTON, professor of political science in Western Reserve University, Cleveland, Ohio, has recently been giving expert guidance to a committee of citizens in framing a proposed new charter for the city of Memphis, Tennessee.

Dr. Alice Hamilton, of Chicago, has been elected to the position of assistant professor of industrial medicine in the Harvard University Medical School. She is the first woman to be elected to the Harvard University faculty.

Professor William J. Roberts, of the English department of Colby College, has resigned to take up the practise of law in New Hampshire, and will be succeeded by Lieutenant Carl J. Weber, of the Sixty-ninth United States Field Artillery, a graduate of Baltimore City College, and Johns Hopkins University, and a Rhodes scholar at Oxford.

The Haverford College trustees have accepted the resignation of Dr. Henry Joel Cadbury, professor of Biblical history, who in the closing days of the war got into difficulties by reason of a letter he wrote in which he referred to the attitude of the people of the United States as "an orgy of hate."

Professor Herman C. Beyle, of Oberlin College, has been appointed acting assistant professor of sociology replacing Professor W. M. Burke, who is now overseas as instructor in the University of Khaki in the Y. M. C. A.

Dr. Joseph Schumpter, professor of political economy at Gratz University, former exchange professor to the United States, has received the portfolio of Finance in the new Austrian Ministry.

Harold D. Hazeltine, twice special lecturer at the Columbia Law School, has been elected to the Downing professorship of the laws of England at Cambridge University.

Mr. Henry Harrison Hardy has been selected by the council of Cheltenham College to succeed Canon Waterfield, the present principal, who is retiring at the end of next July after twenty years' service.

Charles Lancelot Shadwell, D.C.L., formerly provost of Oriel College, died at Oxford on February 13, aged seventy-eight years.

The speakers at the recent meeting of the Religious Educational Association at Detroit included A. C. McGiffert, president of the Union Theological Seminary, New York; Samuel A. Eliot, Boston, president of the American Unitarian Association; Sir Robert A. Falconer, president of the University of Toronto; Ozora S. Davis, president of the Chicago Theological Seminary, and John Barrett, president of the Pan-American Union.

Dr. J. McKeen Cattell deivered the Phi Kappa Phi address at Syracuse University on March 20. His subject was "Science and Civilization."

At the recent meeting of the Association of American Universities the University of Missouri was elected president, the University of Virginia, vice-president, and the University of Chicago, secretary. For the University of Missouri President Ross Hill will act as president of the Association; President E. A. Alderman will be vice-president; and the secretary for a period of five years will be Professor David A. Robertson, of the University of Chicago.

The sum of $500,000 to be spent in new buildings on the University of Oregon campus is one of the provisions of the bill passed by the state legislature, providing for the expenditure of $3,000,000 of the $5,000,000 reconstruction bond issue, which is to be submitted to the people for their approval at the next general election, June 3. The same amount was also given to the Oregon Agricultural College.

A bill intended to transfer from the board of regents of the University of the State of New York to a joint session of the Legislature the power to elect the State Commissioner of Education has been introduced in the Legislature by Assemblyman Welsh.

The New York State Senate and Assembly, as reported in the daily papers, has appointed a sub-committee of the Educational Committees to consider the Teachers Salary bills with a view to determining what sort of legislation, if any, shall be pressed seriously for passage. The sub-committees includes Senator Lockwood of Brooklyn, chairman of the senate education committee; Assemblyman M. E. Tallett, head of the assembly public education committee: Senators John B. Mullins of Rochester, and S. A. Cotillo of Manhattan,

Mrs. Ida B. Sammis, assembly representative from Suffolk; Assemblyman John G. Malone of Albany and Martin G. McCue of Manhattan. Senator Lockwood, chairman of the sub-committee, has announced that the committee would comply with the request of President Arthur S. Somers, of the Board of Education for a conference before reaching any decision. Senator Lockwood, states: "Whatever bill is passed affecting New York City will be a city bill, applying to that city alone. We can not pass a general bill applying to all the cities of the state, because the great majority of them are against it." The New York City situation will thus be treated separately and the bill will go to Mayor Hylan for signature or veto.

MR. ROSE, in the British House of Commons, recently asked the president of the Board of Education if he would state in how many districts the elementary school teachers were on a strike; how many children were at present deprived of teaching owing to the schools being closed; what action was being taken by the board to prevent this interruption of a national service; whether the local education authorities were in all cases paying the salaries recommended by the recent committee; and, if not, what steps were being taken to secure the proper treatment of the teachers in this and other respects. Mr. Fisher stated in reply: "According to my latest information there is no district in England in which the elementary school teachers are on strike, except one, in which the teachers will return to school tomorrow morning. In this district the children on the books of the schools number about 11,000. In cases of dispute the board have consistently used their influence with both parties to secure the continuance of negotiation until a settlement is reached. In two cases, at the request of both parties, the board have nominated an arbitrator to decide points referred to him. The departmental committee for inquiring into the principles which should determine the construction of scales of salary did not recommend the adoption of any specific scale, but in fact the great majority of authorities have now adopted scales falling between the highest and the lowest of the scales used as illustrations in the committee's report, and of those which have not done so many have informed the board that their scales are now under revision."

PUBLIC school teachers of Grand Rapids, Michigan, have announced their intention of organizing and becoming affiliated with the local Trades and Labor Council and the American Federation of Labor. The teachers were invited to take the action by the local Trades Council. The school board, which recently granted an increase in salaries for teachers, is in favor of the union being formed.

THE *Christian Science Monitor* reports that following a long and persistent agitation, in which the Montreal Board of Trade, the Montreal branch of the Canadian Manufacturers Association and other public bodies took an active part, the Protestant Board of School Commissioners has offered a new scale of salaries and the 800 teachers in its service have unanimously accepted it, making it plain, however, that such acceptance is only tentative and that something better is expected in the not very distant future. The new scale provides for increases ranging from $200 to $300 per capita, and for rates of from $850 as a minimum to $1,250 as a maximum for women teachers in the public schools. Higher salaries up to a limit of $1,600 will be paid to women teachers in the high schools. Men teachers will receive advances of about $200 each, making the lowest salary $1,400 and the highest $3,000. The board in establishing the new scale has decided to put it into effect on May 1.

THE health department of Peoria, Ill., has defied the state board on its recent order to vaccinate all school children after a strike of 28 teachers and 1,000 pupils, who refused to submit themselves to vaccination. When the 1,000 pupils paraded through the street and shouted words of protest against the health department orders, city officials immediately went into a conference and rescinded the orders. They declared that after an investiga-

tion they found there was no smallpox epidemic in Peoria. Corporation counsel Radley declared that the State Board of Health could not lawfully make rules for the city of Peoria. Nevertheless, the children did not return to school until they were assured that they would not be vaccinated.

An inclusive curriculum of courses bearing on education has been announced for the Los Angeles summer school session of the University of California by Dean Monroe E. Deutsch. Among the authorities on the subject of education who will conduct the various courses are Ruby Baughman, supervisor of the department of immigrant education and elementary evening schools, Los Angeles; Dr. Richard G. Boone, professor of education, University of California; Dr. John M. Brewer, professor of education, State Normal School; Dr. John W. Hall, professor of elementary education, University of Cincinnati; Dr. Ernest Carroll Moore, president of State Normal School; Dr. Agnes L. Rogers, professor of education, Goucher College, Baltimore; Dr. William A. Smith, professor of education administration, University of Oklahoma, and William John Cooper, superintendent of schools, Piedmont. Topics to be dealt with include "Principles of teaching, with special reference to junior and senior high schools"; "The foundations of educational theory"; "The administration of public education"; "The psychology and training of adolescents"; "How to study and teach others how to study"; "Lower grade method, with emphasis on English and arithmetic"; "Grammar school methods, with emphasis on history, geography and arithmetic"; "Secondary education"; "The principles and practise of vocational guidance"; "Vocational education."

The question of teaching German in the schools of Vermont has been left entirely to the discretion of the commissioners of education in each city or town, as the result of the rejection by the Vermont Senate, by a vote of 23 to 3, of a measure prohibiting the teaching of the German language in the public schools.

The Illinois Legislature now has before it a bill requesting that more time be allowed schools for physical education. This measure would change the hours for such work from one hour a week to two. It also authorizes a tax of three eighths of a mill to support these courses. The bill is now in the hands of the educational committee.

The House of Representatives of New Hampshire has unanimously defeated a bill to provide that "every city, union, special or town school district shall have medical inspection in its schools." A bill to provide that the state Board of Education, to be created under the provisions of the Educational Reform Bill, should have authority to install a system of medical inspection and education was also defeated.

Governor Simon Bamberger of Utah has signed the bill providing for the appointment of a state health supervisor in schools. The bill also includes provisions for child welfare and hygienic training for nurses and school teachers and the supervision in health matters over children of pre-school age. Teachers now employed must take courses to fit them to take up subjects of hygiene and sanitation with their pupils. They are allowed three years in which to qualify on such subjects and if they fail to pass a test at the expiration of the period they will lose their positions.

A bill has been passed by the Idaho House of Representatives which provides for the compulsory medical examination of all school children twice during each school year. The purpose of the measure is stated as being to the end that disease may be discovered and checked, that the well-being of the children may be protected thereby. The examination required by the act is to be made by a physician employed by the board of county commissioners, or it may be conducted by any physician licensed to practise in the state, if the child shall furnish certificate of such examination to the school principal. The bill provides that the examination shall generally consist of an inspection of the skin, eyes, ears, nose and throat, and the results reported with recommendations to the parents. The treatment for a defect may be given at public expense if the parents are unable to provide the means.

IN view of the fact that voluntary participation in military training forms an uncertain basis for the operation of the Reserve Officers' Training Corps, and in order to establish a definite relation between military and physical training, the board of directors of the Municipal University of Akron recently passed the following resolution:

Resolved that, pending a decision as to a national military policy, the board of directors of the university require a combined course of R. O. T. C. and physical training for 1919–20, such requirement to apply only to the present members of the student body who have voluntarily joined the R. O. T. C. and to all freshmen entering the university next year, subject to the usual physical examination requirements.

The combined course mentioned above consists of three hours of R. O. T. C. work and two hours physical training each week. Regular morning periods have been freed for their purpose, so that the work will not have to suffer from an inconvenient place in the daily schedule.

THE presentation of a set of chimes to Smith College has been announced. The chimes will be installed in the tower of College Hall as a memorial to Miss Dorothea Carlile of Columbus, Ohio, and are the gift of her parents.

THE executive committee of the Missouri State Teachers' Association has decided to make a test case in order to force boards of education to pay teachers for time lost from the class rooms because of the recent long-continued closing of schools under orders of health authorities.

AT Winnipeg, Manitoba, the returned disabled soldiers who are receiving vocational training resumed their classes on March 1, after being on strike for 10 weeks. Both the instructors and the students had numerous grievances against the administration of the local vocational schools, chief among them being the smallness of the pay received by the men and their teachers. Before the strike, the single men taking the courses received $78, which they declared insufficient. Since the visit of their special envoys to Ottawa, it has been announced that they will in the future receive $65 per month, the married men in like proportion, and full pay for the time they were out on strike. There are now 576 returned men in the vocational schools here.

BOOKS AND LITERATURE

A CRITIQUE OF THE HIGHER LEARNING

ABUNDANT thought-provokers, vials of distilled intellect, magazines of intellectual humor, concentrated literary pungency, analyses of most modern institutions, adventures in thought and speculation, and the fruits of genius are not commonly conveniently assembled in an educational book. When we find such an assemblage we have a treat for the mind such as will not soon be forgotten. Veblen's "The Higher Learning in America" is a full achievement of this sort.[1] Those who are acquainted with this brilliant social thinker and investigator through his past pieces of unique originality will naturally be looking for a product that in sheer creativeness is far more than most lots of a dozen worthwhile books. They will not be disappointed. In merely intellectual achievements Veblen never disappoints.

But one's personal tastes, ideals, prejudices, whims, and, above all, uncritical notions almost always suffer during the perusal of the pages of this truth-seeker who strives ever to proclaim the nude realities to which his intellect and wit have penetrated, and asserts his verities undaunted before all idols of all tribes. Such a misfortune is likely to be the fate of those educators who beguile themselves by reading the brilliant analytical work with which we are here concerned—on every page of which there is seemingly at least one scintillating exploit in social theory.

After reading Veblen's six books and numerous articles one gets to thinking that here is a spiritual athlete equipped especially for

[1] Thorstein Veblen, "The Higher Learning in America," B. W. Huebsch, New York, 1918, 286 pp., $2.00.

outdistancing competition in stripping the armor from those institutions and standards that are peculiarly the embodiments of total depravity. The "Higher Learning in America" quite markedly confirms this impression. But no one will refrain from this book because it reveals taints of corruption to the full light of knowledge; rather all will read every page to see what is the nature and what are the manifestations of this defilement or perversion of learning.

Veblen is professionally an economist—although no one would attempt to confine behind any intellectual barriers a scholar whose knowledge in all fields is so simply appalling. But the economist is to be seen in the background of The Higher Learning, albeit the veblenian economist is so versatile and human as compared with our traditional, narrow-spirited, economic men, or with the teachings of our familiar pol-econ professors, that many readers may pass him and yet not recognize him.

It is the purpose of what follows in the present review to convey some conception of the burden of the message of the higher learning, and not merely to transmit the substance of this, but also glimmerings of the seductive phraseology in which the exposition of the theme is couched by the author, an author who probably is unrivaled among meaningful phrasemakers and artistic rhetoricians. Hence the rather frequent use of quotations in this review, and the tendency elsewhere to paraphrase the text. But of course the best that can be done here is to suggest what the book contains; nothing can be a substitute for the form and content of the compact book so rich in intellectual stimulation.

Among the aptitudes, capacities, yea, the instincts of human kind, there is one bent, idle curiosity, which impels people in all ages and epochs to seek and to admire some sort of a body of knowledge. The content of this body varies from age to age—it may be magic or mythology or religious beliefs or science, but it is always learning. It is also ever the direct possession of a few rather than of the many; it is held in the special keeping of a select body of adepts, who, according to their time, may be medicine men, priests, clerks, scholars, sages, savants or scientists. These adepts hold the precious truth as a trust for the masses to whom it is esoteric, yet by whom it is highly valued.

In each epoch men believe that the learning of their day embodies "a systematization of fundamental and eternal truth." In reality this belief is groundless; the simple truth is that the substance of learning shifts in response to the changing habits of life and drifting tenures of use and wont, that is, the state of the social medium gives truth its form and essence. Still this relativity does not lessen the appreciation bestowed perennially upon such esoteric knowledge as the circumstances of the times have produced, nor does it detract from the prestige of the guardians of this knowledge. In the present era of machine technology and the price system learning is in unexampled degree a standardized, impersonal, matter-of-fact system "needing to be stored in a cool dry place." The learning created by the current economic régime is naturally and necessarily a reflection of the inhuman industrial system which warps men and women unpityingly into links with limitless gearing and endless wheels. It is exact science. Its custodians are the men of impartial and colorless intellectual bent, the pure scientists. Such sterilized knowledge, freed from all old time mysticism and poetry, animism and art, commands, in the long run, the affection of modern civilized men. "It is worth while in its own right, apart from any bearing it may have on the glory of God or the good of man."

Now a university, properly speaking, is the accepted institution of modern culture on which the quest of this knowledge devolves. A university is consecrated to the advancement of learning as such. Even the instruction of students is subsidiary to the pursuit of knowledge by the mature scholars who compose the faculty of the university, who surrender themselves to the sanctified pursuit of truth—although the having of students is a powerful stimulus to research, and so is

practically indispensable. Whether this quest of knowledge has a bearing on ulterior human weal is an irrelevant question; incidentally it may have considerable importance for the gratification of human desires at large, but it is not rightfully required to be so adapted. Investigation in a university should be free to blow where it listeth.

The author admits that this notion of a university is more a conception than a reality. Historically the universities have been associated with professional schools, theological, technological, vocational; and in these the places allotted to the higher learning have been niggardly granted. In the old times ecclesiastical institutions contaminated the work of the men who tried to nourish university interests, fearing that this culture would interfere with the making of clergymen. But to-day "the rule of the clergyman belongs virtually to the pre-history of American universities."

The universities have at last been secularized, and the existing graduate schools have appeared. These are the best embodiments of the idea of a university that have arisen; although they are far, very far, from the ideal. This shortcoming is due to the fact that business and business men have come to rule in the halls of science—"Plato's classic scheme of folly, which would have the philosophers take over the management of affairs, has been turned on its head; the men of affairs have taken over the direction of the pursuit of knowledge."

These men of pecuniary affairs are not persistently aware of the superior values of truth for truth's sake; they know in a general way that the gratification of idle curiosity is good, immeasurably better than their addiction to emulatory wealth snatching and wasting; but they forget their better selves. In their very frequent lapses of attention to the good and the true they extol their own ignoble values realized in competitive business and in conspicuous waste. And under the spur of these habitual shortcomings they pollute the university with all the grossness and materiality of the marketplace; therefore many are the abominations that flow from the presence of these money handlers and their agents within the halls of learning.

Of all denizens of the modern community the business man is most unfitted to govern the scientist.

> Science has to do with the opaquely veracious sequence of cause and effect, and it deals with the facts of this sequence without mental reservation or ulterior purposes of expediency. Business enterprise procedes on ulterior purposes and calculations of expediency; it depends on shrewd expedients and lives on the margin of error, on the fluctuating margin of human miscalculation. The training given by the two lines of endeavor—science and business—is wholly divergent; . . .

How, then, can the verity-seeking scientist be the servant of the error-exploiting business man?

Yet this is what the latter expects the former to be; and because the business man furnishes the wherewithal for the maintenance of such apologies of universities as we now possess the expectation can be largely materialized.

The business man's idea of a university is that of a great plant designed to make a public display and outstand all its neighbors in the number of its students, the architecture of its buildings, the multiplicity of its sideshows, athletic, vocational, honorific, etc., the brilliancy of its pageantry and popular amusements, and the grandeur of its social amenities. He wants it to be a kind of jewelled crown to the market place. He regards the scientist as his trusted employee, who is never to abuse him by discovering truth incompatible with his prejudices, and who is to give without stint spiritual ministrations to his whims. To assist the resource-extending business man to maintain this control over the not often intractable scientist there mediates between the two the university president, or, what seems to be a better designation, *the captain of erudition*.

This captain of erudition is typically a "strong man," strong in getting gratifying results for his employers, the pecuniary sustaining business men, and strong in oversee-

ing the work of his employees, the members of the university faculty. He organizes the university in the image of the large scale business office. He ordains a systematic series of university bureaus; he grades the members of the staff hierarchically; departments are delimited and subdivided far beyond the point of meaningful system; instruction is standardized and parcelled. The spirit of the management by this captain of erudition would ultimately reduce the hiring of instructors to the piece wage plan, to pay the teachers so as "to bring the pay per class hour per semester to a passably uniform level for the general body of the staff." One of these captains seems to have sanctioned the ideal of diffusing "standardized erudition in uniform packages, to which it is only necessary to add hot air and serve."

Of course all such nugatory organization and conventionalization and differentiation is entirely incompatible with the vocation of learning, and can not fit a university. It probably can not fit any kind of instruction worthy of the name, but in some ways it is applicable to the undergraduate, essentially secondary, school, departments that ever more and more tend to swallow up the vestiges of university life that remain in the university community. Indeed, the captain of erudition is evidently chiefly concerned with these appendages of his academic institution, whose bulky mazes, manifested in the junior and senior colleges, flaunting all the glamor of Philistinism, obscure the sober colors of the intellectual graduate schools.

The undergraduate colleges give vent to all the blameless dissipation and crudeness of the contemporary propertied classes. And in the atmosphere of this materialism the captain of erudition surrenders himself to the coddling of gentility, to the stimulation of sports, athletics, amateur dramatics, exhibitions, clubs and fraternities, yea, to anything but the instruction of youth in scientific habits of thinking. He makes himself a thorough friend of that great population of young people from the happily situated pecuniary groups who put themselves into physical propinquity with the university community for the purpose of capturing unearned credits to the end of sustaining themselves through a "college course," *i. e.*, "the due term of residence at some reputable university, with the collegiate degree certifying honorable discharge."

Thus the university tends to stagnate into a fashionable club, or rather a congeries of clubs. One need not be surprised that many of those who have suffered a compulsory residence within it for four years leave it ignorant of the very meaning of learning and without being aware that they by virtue of their idle curosity are endowed with a thirst for knowledge. But the tale of academic woe is not yet finished.

In addition to maintaining at home the régime of graduated sterility and rampant Philistinism, the captain of erudition institutes and maintains what are in effect publicity bureaus for advertising to the world at large the unscholarly work of his community. Widely heralded "academic" pageants and many kinds of genteel solemnities are a part of this publicity work. Numerous, supposedly edifying, addresses before popular audiences, echoing rich effusions of graceful speech on the state of mankind at large are another important function here. The system of correspondence colleges for dispensing by mail-order to dilettantes the semblance of university courses contributes to the same publicity, by augmenting the mass of popular amusement. In the greater degree the athletic departments, which in respect of prestige, pay of instructors, and credits accruing therefrom, are now outranking the departments of the pure sciences, serve as the best of advertising propaganda.

Another method of announcing to the illiterate that the university exists is accomplished by an unscholarly adaptation of its material equipment. "To the laiety a 'university' has come to mean, in the first place and indispensably, an aggregation of buildings and other improved real estate." The last thing that the unlettered laiety sees is the academic work, hence this gets the last and least thought when funds are apportioned.

while assembly halls, athletic stadia, curious museum exhibits, spacious but fractionally filled libraries and laboratories, and the like receive primary consideration. Even the janitors seem often to be selected not so much for their competency and experience in running the conspicuous and complicated heating or ventilating apparatus as upon their abilities elegantly to disport a uniform. The architecture is a conglomeration of current vagaries in ostentatious decorative art and conspicuous magnificence, "conforming to the sophistications current on that level of culture on which these unlettered men of substance live and move and have their being." All modern requirements are heavily discounted in these university buildings whose first duty is to attract favorable attention from incompetent observers—light, heating, safety, etc., are overruled in deference to those barbarous connoisseurs who like fantastic (bastard antique) vogues of half-framework supports simulating pure masonry forms. Among the least results of this displayful aim of grotesqueness is an edifice of architecturally false pretense for housing the quest for truth.

Yet another method of announcing the presence of the pecuniarily corrupted university in modern society is that of "annexing" and "affiliating" schools of "vocational training," ranging all the way from technological and medical schools to summer schools, housekeeping colleges, and finally lyceum lectures. In large universities there are now even departments of athletics, muscular Christianity or Y. M. C. A. work, and schools of needle work, and, indeed, of what not.

The secret of the appeal of most vocational education is its usefulness in imparting the tricks of making private gains in life's economic conduct. Particularly, differential pecuniary gains are what are desired in the modern community, which is to say that modern men would rather by shrewd bargaining divert their private wealth from others who have wrung it from nature than produce it by themselves working with nature, on the soil, in the arts, etc. Colleges of technology, medicine, agriculture, housekeeping, of course presumably train for this productive cooperation, or struggle, with nature; and as such they do not fit their graduates to win competitive gains at the expense of toiling human kind. But these, despite their large enrollments, are not what are in greatest esteem among business men who control the universities. The popular vocational schools are those which fit for competitive acquisition; and outstanding among these are the colleges of law and commerce.

It is the college of commerce that merits the peculiar curse of the scholar—this is the *enfant terrible*. The college of commerce brings full-fledged the ideals of the marketplace to the university; for its purpose is to endeavor to fit in detail the upcoming generation with all the weary routine for competitive business. Its teaching is of the nature of rule of thumb instruction; there is scarce anything scientific in its program. Its viewpoint is almost entirely superficial. The graduates of these colleges in so far as they are well trained are by so much the better able to exercise the rôle of the middle man as distinguished from the rôles of the producer, the parceller, the risk-taker, the distributor, or the steward of resources in the community. In no wise does this institution add to the net welfare of the community any more than it contributes to the advancement of learning It simply promotes the furore of competitive acquisition, the avidity of business enterprise. Furthermore it administers most to the scions of families already successful in business (who might instruct their children in pecuniary strategy at home). Finally, in style of living these young people are the most unacademic of all classes of students, conveying most largely the traditions of the leisure class, as expressed in the business community, to the university, setting a pace in competitive consumption that chokes the thirst for instruction in knowledge. But the college of commerce is one of the best of publicity agents among the classes with which notoriety is most worthwhile, *i. e.*, the materially well to do. Hence its gets the coddling of all the most successful captains of erudition.

Those in control of the universities desire publicity for the sake of the endowments it will bring, and still more so for the sake of the enrollment of greater and greater numbers of ostensible students. It is desired by the business man that the university which he supports shall be the largest show of its kind on earth. This is well enough from the business man's point of view, but from the point of view of the man of learning it is stultification, foolishness or even worse—it wastes energy which might conceivably go into learning.

Where truth is discovered, whether in one or another university, makes no difference. No more does it matter from where it is propagated. Nor does the extension of publicity to the ranks of Philistines ultimately increase the aggregate number of devotees to the quest of truth. To round up many illiterately disposed students may mean the conversion of a few of these; but the rounding up is so expensive that the few converts will not compensate for its gains; better depend on the irresistible attraction of intellectual satisfactions themselves to draw from the masses those who have intellectual bents.

One wonders that in such surroundings, so crassly materialistic and pecuniarily inspired, and under the leadership of so incompetent a captain (measured by academic and university proper standards), any scientist consecrated to the search for truth would want to live at all; indeed that he could live even for a little while without being stifled. And Veblen shows that there is a constant elimination of promising scientists by the socially selective agencies that elevate apprentices in the art of gratifying the directorate and his camp followers. Some scientists are seduced by their sordid surroundings; others flee for their souls' sakes. Certain it is, the function of the elect in the university does not go to those who give the university what portion of its essential university character it possesses. And this is very discouraging to the man who is by bent a scientist and hopes to find at the presumable home of learning an opportunity for self-indulgence.

It is a strong-hearted scientist who can remain in the university community and be himself. It is a fortunate one, however, who can get into this community. This is because there is ever a greater tendency to chose as new members of the university personnel "delegates from the well to do" who are as much concerned with the well-chosen consumption of viands, beverages, narcotics, equipages and vestments, gifts to charities and benevolences, expensive social amenities, public ceremonials, social rituals, and all forms of polite conspicuous waste as they are with quenching the thirst of idle curiosity.

The wastefulness of the university community does not however extend to giving superfluous salaries to the teachers and investigators. These are expected to make five-thousand-dollar appearances on one-thousand-dollar incomes. One of the results of this situation is a childless academic community; and, incidentally, whatever the scientist might be potentially able to transmit to offspring, either by influence of inherent endowment or cultural influence, is largely denied posterity.

But the scientist who will endure all the burdens of his lot in the university will *probably* be permitted to remain as an undecorative and indecorous obstacle to the perverted purposes of the community. Sometimes he even does better. And after all it is not a graceful matter in a university to get rid of one of the only things that are essential to the institution, viz., a successful scientist. In short a man can hardly be attacked whose mere offense is the doing of his logical and moral duty to his institution, whose offense is the cultivation of the truth in the institution whose concern it properly is to cultivate the truth. If such a man is to be displaced he has to be uprooted on a pretense of other shortcomings than those of duty. If he is considered obnoxious to the incontinent elegance of the misguided community, it may be possible to defame his personal life, or his racial, religious or political affiliations, or in some other way to magnify as a sin what is essentially none of the university's business.

But the portion of the scientist is even more

bitter than has thus far been revealed. A thinker may be brilliant in thought and investigation, productive in achievement, immaculate in his extra-professional life, in brief, he may have all the virtues that can dignify a scholar, save one; and if that one be a certain transgression, his academic pathway is highly precarious. The only transgression which may illy cap the climax of an otherwise good career is to be a worker in the field of inquiry concerning the nature of the conventions under which men live—customs, usages, traditions, canons of conduct, standards of life, of taste, of morality, of religion, of law and order. To employ one's mind with these matters of the current social order, however dispassionately and sincerely, is dangerous even to the most pure in heart and perfect in soul. The only saving grace that will guarantee security to an inquirer here is the happy faculty of being able to start with the inalienable presumption that these matters as they express themselves in the maturer business community need no inquiry and are eternally right and good. "Any inquiry that does not lead to the corroboration of the opinions in vogue among the unlearned is condemning as being spurious and dangerously wrong-headed." Slight play with hazardous phrases about the fringes of the institutional fabric may be tolerated as intellectual spice but the conclusive test of scientific competency remains in the popular apprehension, "a serene and magniloquent return to the orthodox commonplace, after all such playful excursions."

Such is the portion of the scientist as he stands half-evicted, half-cowed in his own home.

When one has passed through a field of desolation he is inclined to ask How can this ruination be rebuilt? Veblen is aware that idealistic and impulsive people will inquire how the ruination of the field of the higher learning can be reconstructed. But as for himself he has little in this direction to offer. In fact he thinks there is no effective remedy. He mentions how the *foundations* for investigation, so well endowed of late, have been organized partly as places of refuge from the university for scholars. But these have inherent evils that negate their great usefulness. There is also a bare suggestion that little knots of scholars might form, without an academic executive or governing board, with just enough material equipment to support their labors, working together cooperatively, without competition, with other like knots, devoting themselves to the quest of idle curiosity, putting behind themselves the pomp of downtown, the delights of the senses, and the inspiration of renown amongst unappreciative masses, united as mutual students and pupils, freed from all coercion, unencumbered by classifications, systems, grades, or keepers of the seal and wax, giving no heed to the arbitrary limitation of subject matters; in short living the serene life of the intellect above the ways of common men and far from the pollutions of the business place—there is a suggestion that such groups might constitute undefiled universities. But Veblen is not so enthusiastic about the coming together of groups so undisturbed by the worldly wise; he knows there are few enough who are willing to lose themselves to the world for the sake of intellectual adventure; and he says that this speculation has little else than a speculative value. Furthermore, he states, by way of a heart-dampening conclusion, that all which has been said in the book is nothing more than the *obiter dictum* that, as seen from the point of view of the higher learning, the academic executive and all his works are anathema, and should be discontinued by the simple expedient of wiping him off the slate, and that the governing board should be lost in the same shuffle.

Such is the burden of the message of "The Higher Learning in America." Multitudinous criticisms will doubtless arise in the mind of the reader. And they will appear forceful or conclusive for those to whom they come. But to Veblen and to all those disciples who swear by him in times of greatest intellectual trial, they will naturally amount only to irrelevance.

Veblen always qualifies his positions, his analyses, and his results so that nothing can logically be said in refutation of them. For instance, in the present book he has defined learning as esoteric, inconsequential to the practical; he confines it properly to pure science and morally meaningless matter of fact. He would probably not even allow it an esthetic value. He scorns the aim of constantly turning it to use as a moral agent in attaining greater general human welfare. It is to be unguided by the needs of the good of man or the glory of God. Especially would Veblen chase all preachers from the temples of truth. He would take away the human element from the universities to the extent of removing all that usually goes under the designation "college life" implies. He would drive out all the evidences of Philistinism in every aspect, but he would put nothing in place of this materialism.[2]

Veblen also assumes that the idolatory with reference to pure knowledge is a much greater fact in the modern world than in reality it is. He knows well—doubtless from personal experience—that

> The common man does not eagerly pursue the path of idle curiosity, and neither its guidance nor its award of fact is mandatory upon him. Sporadic individuals who are endowed with this supererogatory gift largely in excess of the common run, or who yield to its enticements with very exceptional abandon, are accounted dreamers, or in extreme cases their more sensible neighbors may even rate them as of unsound mind.[3]

But he thinks or pretends to think that these many persons who care so little for the pursuit of knowledge will support others in the unrestrained quest of it. In very slight degree this may be true.

[2] Of course, the reviewer understands that Veblen himself, though omnipotent, would disdain all reform in human practise as unbefitting a man of learning, that even the foundation of a university proper would be out of his line—what is meant in the above hortative sentences is that a man of action having imbibed the spirit of Veblen would do these things.

[3] T. B. Veblen, "The Instinct of Workmanship," etc., pp. 87 (B. W. Heubsch, $2.00).

But before the masses either in the upper or in the lower economic classes can be good supporters of erudition, preferring to reward the scholar in some slight degree as they do now a Charlie Chaplin, they will have to be induced to imbibe much more impure learning on which art and material utility, real or imputed, have been placed as baits. And it is doubtful if ever learning as such can be very attractive to any but the merest fragment of the population. Most of our scholars are inspired in their efforts by good-natured rivalry or emulation with fellow scholars; and under different circumstances the intellectual interests in their lives might have been very feeble, and manifested in merely practical and technological ways.

On standpoints different from those of Veblen one might continue at great length in criticizing his positions. But it would be a bootless task. If it had any result it would be that of strengthening the vain desire for something more "constructive" from one of the most brilliant academic minds known. But Veblen will be *Veblen*.

C. C. Church

Canton, N. Y.

QUOTATIONS

THE PASSING OF THE CLASSICS

Has the war beaten a tattoo over the grave of the classics? Princeton has abolished Greek as an entrance requirement and will hereafter insist on only a single year of Latin in the Bachelor of Arts course. Yale has decided to drop Latin even as an entrance requirement. . . .

What would the American college up to 1870 have amounted to without its Latin instruction? Yet in this country—if not equally in England—Latin has remained strangely alien and unassimilable. It was taught generally not as a real language, but as a grammatical mystery. It never got into the brains or hearts of the learners. Its literary quality evaporated in the hands of pedagogues who were interested only in its externalities. What American college student ever read Horace in

the spirit in which the generation of Augustus read him?

Latin was done to death here by professorial textualists and taskmakers. They made it a desiccated and barren tongue. And what the modern student longs for is not scholasticism, but a living contact with living ideas—the broadening inspiration which comes from the mastery of an additional form of speech and an understanding of other methods of literary expression.

The utilitarian aspect apart, the American boy finds in a working acquaintance with French or Spanish or Italian something which he never found in his unreal acquaintance with Latin. He becomes the proprietor of a new experience—a new vision.

Latin will have its mourners. But they will be few. For the study of Latin in this country has been largely a conventional obeisance to tradition. It has had no roots in conviction or emotion. And any other roots are easily pulled up.—New York *Tribune*.

AT Yale students of literary courses do not need to know Latin, without which they can hardly understand the foundations and structure of their own or the Romance languages, and scientific students can get along without forms of mathematics which are very nearly as essential to science as is Latin to letters. Literary men who know nothing of the growth of modern languages and letters, men of science who know no mathematics—this is, of course, not what Yale wants, perhaps not what Yale expects, but what Yale is likely to get.

A man does not often make more money by studying the Greek and Latin languages and the civilizations of the peoples who spoke them; he does make more money by learning modern languages and engineering. He will study modern languages for that very reason, though the teachers may be as incompetent in these branches as in the classics; he will work to overcome the handicap of bad teaching if his study promises a larger salary.

Nevertheless, there are other things in the world than salaries. At an engineering school a man learns engineering; in a classical course a good student well taught will come nearer to learning what God and man are than by any other formal academic study. In the last few years most members of the human race have taken an active personal part in the making of modern history; and a man who tries to understand where he is going and where he wants to go as a civic unit is as badly handicapped without knowing something of the origins of his civilization as is a physician ignorant of biology. Civilization did not begin with the Declaration of Independence, nor yet with the Communist Manifesto; and a man who expects to have something to say about where civilization is going will have a considerably better chance if he knows something of its history and the characteristics of the races that have most strongly influenced it.—New York *Times*.

EDUCATIONAL LEGISLATION

IN THE SENATE

S. 3450 (Gore). To establish experiment stations in engineering and in other branches of the mechanic arts in connection with the colleges established in the several states and territories under the provisions of an act approved July 2, 1862 (first Morrill Act), and acts supplementary thereto.

S. 3784 (James). To create a commission on illiteracy to be known as the American Illiteracy Commission.

S. 3805 (Smith of Georgia). To establish engineering experiment stations in the states, territories and the District of Columbia in connection with state-supported universities or engineering schools.

S. 4185 (Smith of Georgia). To require the Commissioner of Education to devise methods and promote plans for the elimination of adult illiteracy in the United States.

S. 4792 (King). To establish in the Department of Labor a Bureau of Citizenship and Americanization, for the Americanization of naturalized citizens, and for other purposes.

S. 4874 (Fletcher). To establish a national conservatory of music and art for the education of advanced pupils in music in all its

branches, vocal and instrumental, and for other purposes.

S. 4922 (Smith of Georgia). To provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. Appropriations for such purposes $500,000 for fiscal year 1919, $750,000 for 1920 and $1,000,00 for 1921 and annually thereafter. States to provide equal amounts. Federal Board for Vocational Education to administer funds appropriated.

A CIRCULAR of the Bureau of Education gives the following bills introduced in the recent Congress:

S. 4987 (Smith of Georgia). To create a Department of Education, to appropriate money for the conduct of said department, to appropriate money for federal cooperation with the states in the encouragement and support of education, and for other purposes. Secretary of Education provided; also at least three assistant secretaries. Bureau of Education transferred to said department; also "such educational war-emergency commissions or boards or educational activities already established by act of Congress" as the President may direct; President may also transfer educational bureaus, divisions, etc., from other departments. Department to cooperate with states in development of public education, including health education. Appropriation of $500,000 for administration, including educational attachés to foreign embassies. Appropriation of $100,000,000 for cooperation with the states. Of this amount, $7,500,000 for elimination of illiteracy; $7,500,000 for Americanization; $50,000,000 for improvement of public schools; $20,000,000 for physical and health education; $15,000,000 for preparation of teachers. State to provide sum at least equal to sum received from federal government for each purpose.

IN THE HOUSE

H. R. 6387 (Sears): To promote the improvement of rural education. Appropriates $275,000 annually to be used by the Bureau of Education for the study and improvement of rural education.

H. R. 6490 (Bankhead): To require the Commissioner of Education to devise methods and promote plans for the elimination of adult illiteracy in the United States.

H. R. 6992 (Chandler): To grant to the several states all the public lands therein for public-school purposes when the same shall become less than 50,000 acres in any state.

H. R. 7330 (Fess): To create a national university at the seat of the federal government.

H. R. 11,189 (Sears): To promote military training by providing scholarships for students enrolled in public institutions of higher learning.

H. R. 13,342 (Lever): To provide that the United States shall cooperate with the states in promoting the health of the rural population of the United States. Authorizes Secretary of the Treasury, through the Public Health Service, to cooperate with the states in "rural health work." Appropriates $500,000 for fiscal year 1920; $750,000 for 1921, and $1,000,000 for each year thereafter.

H. R. 13,709 (Baer): To create a Department of Education and Human Welfare and to arrange for the cooperation between the federal government and the states in the encouragement and support of education, and for other purposes. Secretary of Education and Human Welfare provided; also assistant secretary. Bureau of Education transferred to said department; to be known as Bureau of Educational Statistics. Bureau of Self-Help Education established. President authorized to transfer other educational bureaus, divisions, etc., to said department. Purpose of department: To "broaden the scope of education" and democratize it "so that it will include and promote all human activities, eliminate illiteracy, promote patriotism, equalize educational opportunity and advance the people's well-being, through the investigation and solution of educational, sociological and other human problems."

H. J. Res. 305 (Husted): To provide for a commission to inquire into the condition of public education in the several states and to recommend such measures as it may deem advisable for the improvement of the same.

SPECIAL ARTICLES

A TERMAN CLASS IN PUBLIC SCHOOL NO. 64 MANHATTAN

AN EXPERIMENT IN SELECTING, GROUPING AND TRAINING A NUMBER OF CHILDREN OF VERY SUPERIOR INTELLIGENCE

IN an article entitled[1] "Measuring Efficiency in Instruction," Mr. William E. Grady former principal of the school, writes:

> You can not garner souls from the four corners of the earth without reaping a few of the supremely talented of godlike vision, a bulk of mediocrity constituting what one writer calls, "The ballast of civilization," and lastly a harvest of thorns and thistles, of moral, mental and physical débris. Great as is the need of sizing up our incoming pupil in physical terms, still greater is the need of testing his mental capacity upon his admission to school. The assumption that as regards mentality children are all the same or all about alike finds no basis in fact. As soon as we apply tests of native ability we discover an astounding variation, a fact which must receive explicit recognition in any attempt to measure the effectiveness of our work.

Public School No. 64, Manhattan, is undertaking a few experiments that are initial attempts to solve some of our grading problems.

The school is situated on the lower east side of the city. A survey made by the principal, Mr. William E. Grady, several years ago showed that about ninety-eight per cent. of the three thousand children on register were Russian Jews, forty per cent. were foreign born, and about eighty per cent. spoke a foreign language at home.

Keeping these facts in mind, the grading of the entire school was an attempt to consider the individual as well as the social needs of the children.

Several years ago Miss Irwin, a psychologist employed by the Public Education Association, made a comparative study of the native ability of the retarded children in the first grade and an equal number of so-called normal or average children. Among the latter was W. H., a boy who had attended school for about one month. W. H.'s mental age measured two years ahead of his chronological age. His physical development was superior to the average child of the grade, consequently he became an interesting subject to study. He was promoted as soon as he acquired the essential features of the work in each grade, and without any conscious effort on his part, he accomplished the work of nine grades in two years. W. H. is especially fond of athletics and outdoor sports. He takes his school work as a matter of course and shows no indication of special interest in books or study. By the time he reached the fifth grade several other boys of approximately the same ability had been discovered. The psychologist, principal, and one of the assistants discussed the possibility of forming a class composed of children similarly gifted. Special classes for defective children with a course of study adapted to their needs had been in existence for some time. Why not organize special classes for children at the other end of the scale composed of those showing the highest grade of intelligence? Surely these children, society's greatest assets, were entitled to progress at the rate of speed that was desirable and normal for them. If defective children of ungraded classes were worthy of a course of study peculiarly adapted to their limitations, certainly an enriched curriculum must be provided with privileges to meet the needs of children whose capabilities extended to the highest possible degree of attainment.

THE METHOD OF SELECTION

The initial selection of children was made from the 5A class of W. H.'s associates, from other fifth and sixth grade classes in the school, and from similar grades of Public School No. 15, a neighboring school for girls. The aim was to choose an equal number of boys and girls from grades not exceeding four or five in number. The selection was limited to grades 4B through 6B. The basis of selection was determined by the following factors:

1. The age-grade standard was considered. Those children were selected who were below the normal age for the grade and whose school records showed a standing of general excellence for successive terms.

[1] "Measuring Efficiency in Instruction," *Psychological Clinic*, Vol. 7, No. 6.

2. The evidence of superior ability as displayed in oral recitations during visits made by the psychologist and the assistant to principal.

3. An analytical inspection of school record cards.

4. Two boys, H. R. and R. P., received prizes in Wanamaker's drawing competitions. Both of these boys passed the required intelligence tests.

5. A few interesting incidents were the means of discovering some other eligible candidates:

One Sunday evening, while the teacher who later became the instructor of the class, was visiting the Christodora House, the neighboring settlement, the leader of the evening hour asked the children the difference between God and guard. In response, E. R., a boy who attended one of the children's aid schools, defined both words in such concise and perfect English as to merit the attention of the visitors. Upon subsequent examination he was found to have a high intelligence quotient. As he was promoted to Public School No. 64 from the school which he attended he was admitted to the class.

E. R., like some of his friends, is a miniature fatalist. He told an interested visitor, who questioned him as to how he was admitted to the class, that it was fate that he was chosen. The particular evening that he was discovered was a Sunday on which he was indifferent about attending the "Children's Hour." He had decided to remain at home, but his older brother urged him to go, saying, "You may have an interesting time. You never can tell what may happen. It may do you good." "Well," said E. R., "you see if I hadn't gone I may never have been chosen for this class."

A bright aggressive looking boy entered the principal's office one afternoon, saying, "Mr. Grady, have you room in your school for a bright 6A boy?" Whereupon Mr. Grady asked, "Where is the boy?" and "Why do you wish to know?" P. P. said that although he attended another school, he lived in the district of Public School 64. He had heard that there were classes for children of excellent record and his report card showed an A, A (excellent in work and behavior) record ever since he had attended school. The mental test showed his intelligence quotient to be 138 and so P. P. was entered in the new class.

6. The final issue which determined the eligibility for admission to the class was to have an intelligence quotient of 120 or over, and to possess desirable social traits. Two children who had the necessary qualifications were not considered because they possessed several unfavorable traits of character.

The intelligence quotient grade used is the one suggested by Dr. Lewis Terman in his book entitled, "The Measurement of Intelligence," in the chapter on "Intelligence Quotient Significance very Superior Intelligence" (I. Q., 120 to 140 and above.) Children of this group are better than somewhat above the average. They are usually superior. Not more than 3 out of 100 go as high as 125 I. Q. and only 1 out of 100 as high as 130.

In the schools of a city of average population only about one child in 250 or 300, tests as high as 140 I.Q.

THE SELECTION OF THE TEACHER

After the selection of the class the most important factor to consider was the choice of a teacher. She, too, must show a high intelligence quotient or she would not be equal to attack the problems that such a class would present. The principal had no standardized test by which to measure her ability but he was guided by many of the principles of general excellence that marked the selection of the pupils.

From a group of eighty-four he tried to choose one who showed initiative, ability to meet new situations, both intellectually and socially, one who sympathized and understood the orthodox training of these children, and who would lead them to follow high standards of American ideals and customs, and one whose scholarship showed superior merit especially in language. All of these virtues in addition to a zest and zeal for the experiment were embodied in Miss G.

NAMING THE CLASS

What to name the class was a quandary. To call it a class for superior or gifted children would tend to make its members unduly conceited, and to establish all sorts of undesirable attitudes. The name had to be short, one that required some explanation so that no prejudice might be aroused. Miss G., the teacher, suggested, that since the basis of selection was possible because of Dr. Louis Terman's revision and extension of the Binet-Simon scale for measuring intelligence, it might be called a Terman class. Since then there were three such classes, they were known as Terman Class 1, 2 and 3. However, the superintendent decided that no special name be devised for these classes and so they are grouped with the so-called "Opportunity Classes" and they are designated by the grades they represent i. e., Op. 2B—3B means that the 2B, 3A and 3B grades are represented in that particular class.

THE CURRICULUM

In order that these children might have the richest and fullest opportunities for their physical, mental and spiritual development, several modifications of the course of study necessarily had to be made, so that an extended amount of subject matter might be studied, and a large variety of experiences might be enjoyed. The grades that represented the first term were 4B through 6B, the second term 6A through 7B, and the third term 7A through 8B. Formal grammar and arithmetic were assigned sequentially as outlined in the city syllabus. The class in general studied contemporary history based upon the world war from newspapers and periodicals and whenever possible these events were related to, or associated with past history. Geography was studied in relation to history and then extended until the world geography as outlined in the course of study was acquired.

An extended amount of reading was assigned. The supplementary lists issued by Dr. Baker and Dr. Abbott, of Teachers College, the reading list of the Ethical Culture School, and the list issued by Dr. Leland, director of libraries, were used as guides. Through the courtesy of Dr. Leland an excellent collection of books for the class library was assembled.

Music, drawing and physical training were taken by the class as general exercises. These covered the grade requirements. In addition to these features the composition of plays, songs and dances for special programs was undertaken.

The nature study room of the school provided the privilege of observing plants and live animals, their care, habits and manner of reproduction.

Because of limited equipment and opportunities, the only shop work that was available was the manual training ordinarily done by pupils in the upper grades. Some of the boys were accommodated in the shops of the prevocational school after the regular session of the academic department.

The class attended the senior assemblies of the school at least once a week and as many more times as the educational activities of the school permitted.

The privileges enjoyed outside the class room educated these children socially in ways that few pupils of large and congested schools may experience.

Through the cooperation of the librarian at the Tompkin's Square Public Library, one period a week was spent in reading and the study of specially assigned topics. Children were acquainted with all departments of the library and its facilities. Reference books, magazines and newspapers were at their service.

A neighboring settlement, The Christodora House, offered its cooperation in many ways. Through the courtesy of the head worker the children were permitted to use a club room once a week for musical and social exercises. A well-equipped gymnasium was at their disposal for two periods a week.

The school offered no facilities for domestic science, and the Christodora House again

rendered valuable assistance in assigning one of its workers to teach the cooking club after school while the boys attended the prevocational shops.

Another social worker was interested in a quartette of embryo musicians and she led them in their playing of the violin one afternoon a week. The use of the reception room at the Christodora House was granted for mothers meetings and the presentation of a Thanksgiving festival and play which was composed by the children.

Two boys in the class show special aptitude in art. They received excellent additional instruction after school at the neighboring "Boys' Club."

The docent of the School Art League accompanied the children in several visits to the Metropolitan Museum of Art.

Some of the other excursions that offered social or educational pleasures were: visits to the New York Public Library at 42d Street and Fifth Avenue, a visit to the Jumel Mansion and the Dyckman House, to study colonial furnishings and historical material, several afternoons at the Museum of Natural History, a sight-seeing yacht trip around Manhattan Island, theater parties to see the "Yellow Jacket" and Tony Sarg's "Marionettes," a camp fire party on the Palisades and visits to the School Nature League flower shows.

THE GRADE PROGRESS

It was interesting to note the grade progress of these children. During the first term of six months, the progress ranged from one to four grades. No pressure of any kind was brought to bear. The children were allowed to advance as soon as they acquired the work of each grade. D.M., the girl who accomplished only one grade, had many home responsibilities to meet. These burdens no doubt retarded her mental advancement.

The younger children in the class reaped the advantage of the experience of associating with those a trifle older and a little more mature than they. This privilege, no doubt, accounts for the greater rate of progress made by the younger children of the lower school grade.

During the first term the average grade progress was two and two thirds grades and during the two subsequent terms two grades were accomplished each term.

The following table shows the organization of the class, the initials indicating the children: *B.*, Boys; *G.*, Girls.

The age in years had an exponent showing the months, *i. e.*, 11^2 indicates 11 years and 2 months. *I.Q.* indicates *intelligence quotient*. *G.P.* shows *grade progress* during the first term.

The median chronological age was 10 years, 6 months. The median mental age 14 years and 4 months. The median I.Q. (intelligence quotient) was 137. The median grade progress $2\frac{3}{4}$ grades for the term.

B.	Age	I.Q.	G.P.	G.	Age	I.Q.	G.P.
H.S.	11^8	150	2	S.F.	10^4	161	3
W.H.	9^5	149	2	H.W.	10^2	154	3
A.B.	10^4	147	2	S.S.	11^3	144	2
R.P.	9^7	146	3	R.H.	11^5	141	2
I.K.	11^1	146	3	H.G.	10^2	130	2
S.R.	10^2	143	2	R.B.	10^5	137	3
P.P.	10^6	138	2	E.P.	10^8	137	3
P.M.	9^8	137	3	A.S.	10	136	3
E.R.	10	133	4	D.M.	10^5	132	1
V.S.	9^{10}	131	2	R.S.	10^7	133	3
H.L.	10^1	127	2	S.B.	10^3	122	2
H.R.	11^2	123	2				
N.W.	10^5	122	2				
H.G.	10^{10}	117	2				

SPECIAL TRAITS AND ABILITIES

A few of these children show special ability. H. R., one of the boys, is gifted in the arts. He has repeatedly received prizes as rewards for his work on crayon and in clay in the art competitions conducted at Wanamaker's and at the Boys' Club.

One girl, H. W., shows special skill in technique in playing the piano. After three years of instruction she was able to play Chopin's Fantasie Impromptu. One boy, S. K., the son of a father prominent in political life, is sure he is going to be a lawyer. The boy H. S., who is most gifted in language, has a vocabulary of 12,240 words. The unique facts about his ability are that his father is

a wage earner of the lowest scale and Yiddish is the language used in the conversation at home.

No adequate means of estimating the talents of these children along the line of the arts or special abilities have yet been devised and so no definite conjecture, as to their future attainment along special lines, can be prophesied.

PHYSICAL CONDITION

A thorough physical examination of the twenty-five children disclosed the following:

Physically perfect	6
Carious teeth	9
Enlarged tonsils	5
Defective nasal breathing	2
Orthopedic defects	2
Malnutrition	9
Overweight	2

The nine who were more than 10 per cent. underweight were placed under the observation and direction of Dr. William Emerson who was conducting an experiment in nutrition in the school.

In the course of ten weeks these children were graduated from the malnutrition class. Compared with a group of normal or average children there was an equal number of undernourished children but when submitted to the same clinical treatment as the average children their rate of progress in the attainment of good health was more rapid. The interest displayed and the success achieved were no doubt additional evidences of their superior intelligence.

SOCIAL TRAITS AND CHARACTER

An analysis of the social traits and the characters of these children presents another interesting phase of an estimate of their worth. The following ratings were given at the close of the first term:

1 Indicates the highest
5 Lowest rank
3 Those who fall in the middle or average group
2 Those who fall in
4 the high or low.

It will be seen that these ratings are high or above the average in all the estimates made.

In social status, however, these children rank low or poor in comparison with the heritage that one would expect for children of such intelligence.

PROGRESS AFTER LEAVING THE ELEMENTARY SCHOOL

	S.F.	H.W.	H.S.	W.H.	A.B.	R.P.	I.K.	S.S.	S.R.	R.H.	P.P.	H.G.	P.M.	R.B.	E.P.	A.S.	E.R.	D.M.	V.S.	H.L.	H.R.	N.N.	R.F.	S.B.	H.G.
Physical control	1	1	2	1	1	3	1	1	1	1	2	1	1	1	1	1	3	1	1	2	3	1	1	1	1
Emotional control	2	1	1	1	3	1	1	1	1	1	2	2	1	2	2	1	2	2	1	2	3	1	1	3	1
Honesty	2	1	1	1	2	1	1	1	1	1	2	2	1	1	2	1	2	1	1	1	3	3	1	1	1
Cheerfulness	2	1	1	1	3	1	1	1	3	1	2	2	2	1	3	1	2	1	1	2	3	3	3	1	1
Sympathy	1	1	1	2	3	2	1	1	3	1	2	1	3	1	2	1	3	1	1	2	2	2	3	1	1
Modesty	3	1	2	1	3	2	1	1	1	1	3	1	2	1	2	1	3	1	1	1	2	3	1	1	2
Diligence	1	1	2	3	3	1	1	1	3	1	3	1	1	1	1	1	1	1	1	3	1	3	1	1	2
Obedience	2	1	1	1	1	2	1	1	1	1	3	1	1	1	1	1	1	1	1	1	3	1	1	1	2
Sense of humor	2	1	1	1	3	1	1	2	3	1	2	1	2	2	2	2	3	2	3	2	2	3	2	2	2
Reliability	1	1	1	2	2	1	2	1	1	1	2	2	3	1	2	1	3	1	2	3	3	3	1	1	3
Independence	1	1	1	1	3	1	1	1	2	1	1	1	3	1	2	1	3	1	3	2	2	3	1	1	3
Initiative	1	1	1	2	2	2	1	2	3	1	1	2	1	2	1	2	2	2	3	3	2	3	2	1	3
Courtesy	1	1	2	1	2	2	2	1	1	1	2	1	2	1	1	1	3	1	1	2	3	3	1	1	1
Unselfishness	1	1	2	2	3	3	2	1	2	1	3	1	3	1	2	1	2	1	1	2	3	2	1	1	2
Loyalty	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1	1
Sustained attention	1	1	2	3	3	2	1	1	3	1	3	1	1	1	1	1	2	2	3	3	3	2	1	1	3
Personal cleanliness	1	1	2	1	1	1	1	1	1	1	3	1	1	1	1	1	3	3	1	1	3	3	1	2	1
Social adaptability	2	1	1	3	3	2	1	1	3	1	2	1	3	2	1	1	3	3	3	3	3	3	1	1	1
Leadership	2	1	1	3	3	2	1	2	3	1	1	2	3	2	2	3	3	3	3	3	3	3	2	1	3
Resourcefulness in play	3	1	2	1	3	2	1	1	1	1	1	2	3	3	1	2	3	3	3	3	2	3	2	1	2
Ability in new situations	1	1	1	1	3	2	2	1	3	1	1	3	2	3	1	3	2	2	3	3	2	3	2	1	2
Social status	3	2	5	3	4	4	1	5	4	3	5	3	2	3	4	4	4	4	5	4	5	5	4	4	3

In language habits the children in this class displayed characteristic neighborhood tendencies. Sixteen of the 25 made errors in their colloquial English, only 9 of them ranking well in a grading of good usage and correct standards.

All of these children entered the public high schools. Reports show that they are sustaining their scholarship standard in the respective classes that they entered. Their former teacher Miss G., hopes to have them make periodic reports of their progress, so that she may continue to measure the relative worth of the experiment that was so zealously undertaken in their behalf.

Louise F. Specht

SOCIETIES AND MEETINGS

KENTUCKY CONFERENCE ON COMMUNITY ORGANIZATION

On March 4 and 5 there was held at the University of Kentucky a State Conference on Kentucky Problems. The program was given under the auspices of the Kentucky Council of Defense, the university acting as host of the conference.

The conference was opened by Judge E. W. Hines, of Louisville, followed by a statement of Kentucky problems by President McVey. The purpose of the conference was an attempt to bring together various problems on reconstruction in the state of Kentucky at the close of the war. It was the first conference of its kind ever held in the south. Speakers of prominence from all parts of the United States were in attendance.

Educational problems of the state were discussed at a meeting at which Honorable V. O. Gilbert, state superintendent of public instruction, presided. The rural problems were discussed by Miss Charl Williams, county superintendent of schools, Memphis, Tennessee. Moonlight schools were discussed by Honorable Edward P. Morrow; care of defectives, by Dr. Archibald Dixon. The educational legislation pending in Congress was discussed by Professor George Baker, of the University of Kentucky.

Community organization formed the general topic of the remaining meetings of the program. This was discussed at length by James E. Rogers, field secretary, War Camp Community Service, New York City, Dr. Henry E. Jackson, U. S. Bureau of Education, and others. The relation of community organization to agriculture was discussed at a meeting over which Honorable Mat S. Cohen, commissioner of agriculture of the state of Kentucky, presided, and the topic of rural sanitation was taken up by Surgeon L. L. Lumsden, U. S. Public Health Service, and Miss Valta Lorimer, director of Lake Division, of the Red Cross. The health problems of the state of Kentucky were discussed by Dr. Arthur T. McCormack, state health officer, late general health officer of the Panama Canal. The Councils of Defense and Community Organization in relation to agricultural problems was discussed by Arthur W. Macmahon, assistant chief of Federal Agencies Section, Council of National Defense, and Mrs. Helm Bruce, chairman, Kentucky Division, woman's committee, Council of National Defense. The elements of community organization were discussed by Rodman Wiley, state commissioner of highways of the state of Kentucky, on the subject of good roads; Mrs. Lafon Riker, State Federation of Women's Clubs, on the subject of Women's Clubs; commercial organizations, by Charles F. Huhlein, Louisville, Kentucky; the school, by Miss Elizabeth Breckenridge, Louisville Normal School; the church, by Professor C. S. Gardner, Baptist Theological Seminary, Louisville; the choral society and community singing, by Dr. A. J. Gantvoort, Cincinnati College of Music; play and recreation, by James E. Rogers, field secretary, War Camp Community Service.

The keynote of the conference was community organization. The social center problem discussed in educational circles for the past ten years took on a wider aspect and a broader notion was developed, with the motto, "Every community a democracy and every schoolhouse a capital of a democracy."